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ABSTRACT

This manual states process standards for educational personnel development programs. Part A provides an introduction; Part B lists the members of the 1974 Teacher Standards and Practices Commission; Part C summarizes the rule of standards; and Part D states the authority of the rule. Standards for accreditation are stated for program planning and management, program implementation, staff, and students. Part F defines terms used in this manual. (PD)

OREGON

TEACHER STANDARDS AND PRACTICES

COMMISSION

PROCESS STANDARDS FOR

EDUCATIONAL PERSONNEL DEVELOPMENT PROGRAMS

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A. INTRODUCTION

These PROCESS STANDARDS* emphasize two movements which are currently emerging nationally in educational personnel development*: the movement toward centering teacher education in consortia* formed by institutions, agencies, and organizations which are directly involved in or affected by the education and employment of teachers, and the movement toward competency-based teacher education*. A brief explanation of these two movements will help put the Standards* in perspective.

Consortium-centered teacher education is a pattern of professional preparation in which programs are planned, conducted, and evaluated by a coalition of institutions, agencies, and organizations rather than by a single institution. Many existing college-based programs now utilize advisory committees that include representation from such groups. The consortium-centered approach is a next step beyond that stage, and creates a situation in which each group represented in the program has a role in setting policy.

Consortium programs have been developed in a number of states in recent years, primarily because they provide greater opportunities for practicing educators and future educators to influence the content and processes of teacher education. An assumption behind such programs is that teacher education will become more realistic, more effective, and more relevant if it is directly responsive to those persons who work continuously with pupils or who are preparing themselves for such work.

Competency-based teacher education (CBTE) refers to patterns of preparation which assist present and future practitioners to acquire and demonstrate knowledge*, skills*, and competencies* required for effective functioning in specific educational positions*. Most existing teacher education programs necessarily emphasize input - those curricula, courses, and experiences which go into the preparation of education personnel. Competency-based approaches, which are reflected in these Standards, focus attention on output - on that which the practitioner can achieve upon completion of the program.

When contrasted in this fashion, it might appear that competency-based programs represent an entirely new departure, but this is not the case. Existing programs have been based on the assumption that their curricula (inputs) would result in effective performance on the part of graduates, which has often been true. Competency-based programs go beyond that assumption and focus selection, preparation, and evaluation* as specifically as possible upon the abilities which candidates are expected to demonstrate in their educational work.

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*The first use of terms identified in the definitions will be indicated by an asterisk.

Competency-based teacher education has the potential to significantly improve teacher preparation and learning opportunities for pupils. As a result, during the last few years, teacher education personnel, professional organizations, state departments of education, federal agencies, accreditation* groups, and others have worked to design patterns of teacher education and certification which will develop the particular competencies required to help pupils learn.

Other developments have accompanied the growth of interest in consortium-centered, competency-based teacher education. Teacher education activities have increasingly moved from college settings to schools and other educational sites. Programs have become more individualized*. The results of educational research have been more effectively integrated into preparation activities. Programs have become more democratic, as students, staff, and others have become increasingly involved in decisions which affect them and their work. While all of these developments may not be essential to consortium-centered, competency-based teacher education, all reinforce and strengthen it, and have therefore been provided for in these Standards and guidelines*.

The following points should help to put the Standards in perspective and assist in their interpretation and application:

1) In spite of years of research and development in teacher education, there is as yet no approach so demonstrably superior that its use can be mandated by official agencies. There is to a great degree an "open market" in teacher education - one in which programs develop promising approaches to be tried out along with other existing patterns. Thus most states have delegated basic decisions about the content and processes of programs to teacher education institutions. State Standards* and evaluation activities insure that institutions develop programs responsibly, that the public interest and students are protected, and that institutions undertake activities within their capabilities. Candidates are prepared and recommended for certification through state-approved programs. This pattern need not change as competency-based programs are developed. Programs will still have primary responsibility for planning, selecting students, instruction, evaluation, and the like. Programs approved under the PROCESS STANDARDS, like the college-based programs, will recommend candidates for certification. The role of the Teacher Standards and Practices Commission (hereinafter referred to as "the Commission") will be to offer assistance, provide encouragement, and maintain standards.

2) These Standards are written in terms of preparation programs* that are fully operational. It is recognized that some Standards and guidelines may not apply as written to programs in the initial stages of development. Nonetheless, it seems appropriate to include them so that consortia may anticipate those areas in which planning and development will be required. Wherever parts of programs are not operational in terms of the Standards outlined in the present document, consortia are asked to indicate their <u>plans</u> for meeting the Standard in question.

3) It is anticipated that consortia may want to concentrate initally on establishing a field* context which will permit the acquisition and demonstration of competence; that progress in that area will expedite modifications in other professional components of teacher education; and that success in those two areas will provide a basis for orienting relevant parts of the general education component towards competency development. However, this only describes the likely sequence of development, and programs are encouraged to move to a competency base as soon as possible in any area that has the capability.

4) The ultimate measure of a teacher's performance should be the improved intellectual and emotional growth of pupils. The consensus among researchers in teacher education, however, is that it is still very difficult to make accurate assessments of such growth and that there are so many variables in most teaching situations that it is difficult to isolate that part of a student's learning for which a teacher is exclusively responsible. Thus, even in competency-based programs, many judgments about teachers will still have to be made in the areas of: (a) knowledge held by teachers that is assumed to be required for student growth; and (b) skills which teachers can demonstrate that appear to promote student learning. These Standards, however, emphasize the need to go beyond these two levels wherever possible and to develop and assess (c) competency in bringing about desired learning outcomes in children. (The above do not, of course, represent exclusive categories. Knowledge is required as teachers acquire skills, and both knowledge and skill are utilized as teachers demonstrate their competency.)

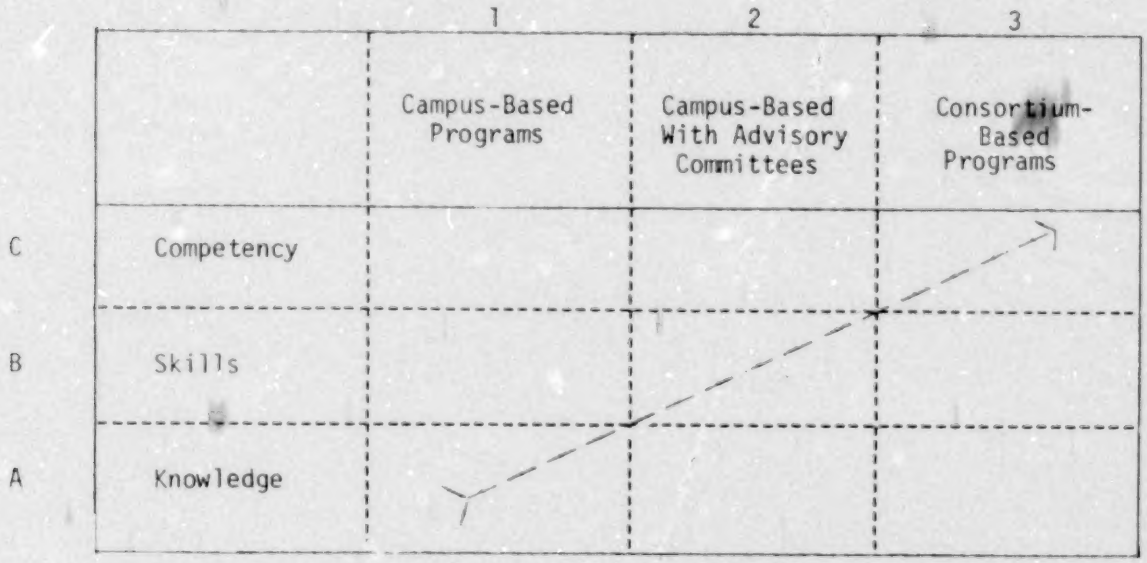
   As a consequence, the Standards require that teacher education students will develop at least some measurable competencies (as defined in "c" above) within each preparation program, and that gradually a larger proportion of each approved program will demonstrate results at the competency level.

5) Inherent in the PROCESS STANDARDS is the concept of program evolution, of successive approximations to the kinds of teacher education programs ultimately desired. It is assumed that different consortia will develop various parts of their programs at different rates, depending on local circumstances and resources. But it is expected that gradual, measurable movement will take place toward the kinds of programs envisioned in these Standards.

The following chart illustrates in simplified form the proposed movement toward competency-based, consortium-centered programs. Teacher education has in the past been primarily campus-centered and has focused attention on the acquisition of knowledge which successful teachers are assumed to require (Box A1). Most programs now devote much attention to the development of teaching skills as well as knowledge, and many are using advisory committees including practitioners from the field (Box 2B).

The PROCESS STANDARDS are intended to promote movement toward competency-based programs conducted by consortia (Box 3C). The chart indicates this intended movement schematically and enables programs to locate their present position and intended direction.

Proposed Movement Toward Consortium-centered, Competency-based Programs



These Standards are not intended to be narrowly prescriptive nor to define the substance of preparation programs. Rather, they are intended to emphasize the structures and processes by which programs are developed, implemented, evaluated and modified, and by which information about programs is reported. Use of these Standards should help insure that programs are developed through the active involvement of interested parties, that they are carefully designed to carry out their objectives*, that they focus on the development of professional competence, and that they are organized to promote effective evaluation and renewal*. The Standards and their application to educational personnel development programs will be subject to constant evaluation, review, and modification. Individuals and groups are encouraged to communicate with the Teacher Standards and Practices Commission about the Standards. Communications should be addressed to: Richard S. Jones, Executive Secretary, 942 Lancaster Drive, NE, Salem, Oregon 97310.

C. SUMMARY OF THE RULE

This rule (OAR 23-005 through 23-425) prescribes alternate Standards for the accreditation of educational personnel development programs. These Standards, which will apply only to the preparation of elementary and secondary personnel, are intended to promote and guide the development of approved programs which are (1) centered in consortia of institutions, agencies, and organizations which are directly involved in or affected by the education and employment of teachers and are (2) directly oriented to the development of professional competencies. Currently approved programs may be accredited either under these Standards or under STANDARDS FOR THE APPROVAL OF COLLEGE AND UNIVERSITY TEACHER EDUCATION PROGRAMS, but after July 1, 1974, all new programs or new norm areas added to existing programs must comply with these Standards or show cause satisfactory to the Teacher Standards and Practices Commission why they do not. Existing programs are encouraged to seek approval under these Standards when they apply more appropriately than do the STANDARDS FOR THE APPROVAL OF COLLEGE AND UNIVERSITY TEACHER EDUCATION PROGRAMS.

D. AUTHORITY

(1) Relationship to Oregon Revised Statutes

This rule is promulgated under authority of ORS 342.120 to 342.200.

(2) Effective Date

The effective date of this rule is July 1, 1974.

(3) Exercise of Commission Authority

(a) After approval by the Commission of a teacher education program, periodic reports may be required. Failure to conform to the established Standards shall result in loss of Commission approval.

(b) No program will receive approval for a period longer than five years. At the end of the five-year period, or any lesser period as designated by the Commission, re-evaluations will be made.

(c) Programs accredited by the National Association for the Accreditation of Teacher Education may be approved by the Commission on the basis of NCATE accreditation. Where accreditation is granted by NCATE for periods longer than five years, the Commission will arrange interim evaluations at intervals not to exceed five years. Programs requesting approval on the basis of NCATE accreditation will file with the Commission copies of their self-study report, the visiting committee evaluation, and the report of NCATE action.

(d) All costs of an evaluation shall be borne by the program requesting approval.

(e) A program approved for purposes of teacher education shall file with the Commission by October 1 of each school year:

- A report, on forms provided by the Commission, of the number of students completing the teacher education program in the previous year in each norm area.

- A Statement of any deviations from the program as originally approved.

- A report, on forms provided by the Commission, of the waivers of requirements granted in the previous year indicating the courses and numbers of students involved (see OAR 32-250).

(4) Eligibility to Apply

The participating college has the full accreditation of the Northwest Association of Secondary and Higher Schools and is approved by the State Board of Education as a degree-granting institution.

E. STANDARDS FOR ACCREDITATION

1. PROGRAM PLANNING AND MANAGEMENT

A competency-based educational personnel development program usually has greater involvement of individuals and groups in its planning and operation than does a college or university teacher education program. Thus it is especially important that within a consortium-operated program careful attention be given to planning, management, and policy functions. It is assumed that efficiency of operation can in the long run be enhanced by broad involvement if the program carefully designs decision-making processes, clearly states its objectives, develops effective administrative and instructional procedures, establishes firm working commitments with necessary agencies, and develops effective patterns of evaluation and renewal.

STANDARD 1a

The educational personnel development program is jointly planned, implemented, and evaluated by a consortium of institutions, agencies, and organizations which are directly involved in or affected by the education and/or employment of teachers. Parties involved in the consortium-operated program participate in cooperatively-agreed-to policy and management decisions at a mutually acceptable level of representation. The governing body has representation from the institutions, agencies, and organizations which are members of the consortium. It is expected that the consortium and governing body will include at least the following groups:

- professional organizations representing teachers, counselors, and other educational practitioners who deal directly with students;
- school district management as approved by school boards;
- personnel representing institutions of higher education which prepare teachers; and
- students enrolled in educational personnel development programs.

The consortium may include others, however, such as high school students, community representatives, or other professional groups when they will strengthen the program.

Guidelines: Evidence in support of Standard 1a may include - but is not limited to - responses to the following:

1) What groups are included in the consortium, and how have the persons representing those groups on the governing body been selected?

2) What procedures have been developed to assure that members are appropriately representing the interests of their groups and that continuous, effective communication with each group is being maintained?

STANDARD 1b

Decison-making and implementation processes are clearly defined and are understood by those involved in the consortium.

Guidelines: Evidence in support of Standard 1b may include - but need not be limited to - responses to the following:

1) How does the structure and organization of the program contribute to effective administration and instruction?

2) How is information pertaining to decisions, program, instruction, relationships, and evaluation generated, recorded, communicated, and maintained, and how does it contribute to effective communication both within and beyond the program?

3) What provision is made for evaluation and renewal in the decision-making and management processes of the program?

4) Provide charts, diagrams, flow-charts and other materials which illustrate and explain the planning, policy, and management functions of the program.

5) Provide a description of the process through which a typical policy decision is made and implemented.

STANDARD 1c

The teacher education consortium develops clear statements of program objectives which reflect the particular needs of the schools and communities served and which commit the consortium to providing preparation for educational positions which exist in the schools to meet those needs. Objectives are presented in format and language which facilitate effective program operation and evaluation.

Guidelines: Evidence in support of Standard 1c may include - but is not limited to - responses to the following:

1) What statements of objectives have been adopted by the consortium? (Copies of these should be included.)

2) By what processes and with whose involvement were the statements drafted? To whom have they been made available? Where have they been published? In what form are they available to students?

3) What are the social and educational assumptions which underlie the program objectives?

4) What evidence can be provided that program objectives guide decisions on:

   a) Positions to be prepared for
   b) Knowledge, skills, and competencies to be developed
   c) Selection of staff
   d) Selection of students
   e) Program
   f) Evaluation and program renewal

STANDARD 1d

The consortium demonstrates that it has sufficient commitment (in terms of finances, personnel, facilities, etc.) to initiate and conduct a viable program. Member institutions and agencies identify the limitations which govern their participation and indicate their plans for dealing with those limitations. The consortium allocates resources and makes policies within the limits which exist at any particular time.

Guidelines: Evidence in support of Standard 1d may include - but need not be limited to - responses to the following:

1) What contracts, budgets, agreements, letters or other material can be provided indicating sufficient support for - and limitations to participation in - the program? (Copies of such materials should be included with the report.)

2) What evidence indicates that all parties understand and have a specific commitment to the development of consortium-centered, competency-based programs?

3) What resources (e.g. staff time, facilities, funds) have already been allocated to the program by consortium members and others, and what plans exist for the future commitment of such resources?

4) What contingencies within consortium agencies could affect future support and funding, and what provision has been made for such contingencies in planning?

STANDARD 1e

The consortium provides the facilities and materials required for effective functioning of the program, including the development and assessment of competencies in candidates.

Guidelines: Evidence in support of Standard 1e may include - but need not be limited to - responses to the following:

1) What buildings, facilities, and materials are available to candidates in order to help them acquire and demonstrate competencies?

2) By what procedures are needs for particular resources identified, communicated, and met?

3) Which agencies in the consortium are responsible for providing and maintaining particular resources?

4) How are various resources and their utilization evaluated, and how are changes made in response to evaluation?

STANDARD 1f

The administrative agent for the consortium is the teacher education institution involved. The administrative agent, through its designated representatives, assumes official responsibility for carrying out decisions of the consortium, maintains communication with individuals and agencies, and serves as a clearinghouse for information concerning the program operated by the consortium. Responsibility for various elements of the program is assumed by different parties in the consortium. The consortium determines how many members it shall have, what geographic area it shall encompass, and what its budget shall be. Each group in the consortium may participate in other consortia as it sees fit and as it has the capability.

Guidelines: Evidence in support of Standard 1f may include - but is not limited to - responses to the following:

1) What institution is administrative agent for the consortium?

2) How is responsibility for different parts of the program allocated among the various agencies in the consortium?

2. PROGRAM IMPLEMENTATION

A competency-based educational personnel development program designs its activities in terms of the positions for which personnel are being prepared. It sets forth clear statements of competencies to be achieved, the knowledge and skills assumed to be needed in acquiring those competencies, and sound methods for developing and assessing these in candidates. Since candidates have differing backgrounds and strengths when entering the program, preparation activities are of necessity individualized. The program is based as much as possible in actual educational settings, which provide the most realistic environments for developing and evaluating the required knowledge, skills, and competencies.

A basic assumption underlying the program is that since the personnel prepared are expected to assist in the development of democratic schools and citizens, it is essential that the preparation program itself provides a model of democratic involvement and processes.

STANDARD 2a

The program identifies the educational positions for which preparation is provided and the functions to be performed within those positions; specifies the knowledge, skills and competencies to be developed by students; and indicates the experiences provided through which students may achieve these outcomes. In all cases, an explanation is provided indicating how knowledge and skill relate to competencies. The program requires some demonstration of competency for each position, specifies the standards to be applied to competency demonstration, and shows the means by which increasing elements of the program will move to the competency level. The program provides means by which candidates become familiar with State Board of Education guides, priorities, rules, and policies.

Guidelines: Evidence in support of Standard 2a may include - but is not limited to - responses to the following:

1) For what educational positions does the program provide preparation? How were these selected, and how do they relate to community needs and program resources?

2) What functions or roles* have been described for each position? (Include lists or other appropriate material.)

3) What are the competencies required for successful performance of each function?

4) What performance standards* have been set for the successful demonstration of each competency? What indicators will the program accept as evidence that each competency has been acquired and demonstrated?

5) Through what processes, and with what involvement, have functions, competencies, performance standards, and indicators been developed?

6) What experiences (e.g. field, simulated, instructional, research) are provided for candidates to enable them to acquire and demonstrate the knowledge, skills, and competencies designated?

STANDARD 2b

The program provides realistic field situations for purposes of instruction and assessment and integrates field work with academic study in ways which are meaningful to individual trainees.

Guidelines: Evidence in support of Standard 2b may include - but need not be limited to - responses to the following:

1) How is the relationship of field work to other instruction dealt with in statements of program objectives? (Include appropriate documents.)

2) What varieties of field and laboratory experience are available to candidates at various stages of training, and what competencies are to be developed at each stage?

3) What provision is made which will enable candidates to find and/or create appropriate field experiences for specific preparation purposes?

4) What agency in the consortium is responsible for each field situation? (Including locating the field situation, making arrangements for its utilization, providing supervision, and evaluation.)

5) How does the program assist each candidate to learn from field experiences and to relate that learning to knowledge acquired in other settings?

STANDARD 2c

The program provides maximum opportunities for personnel, including students, to be involved in decisions which affect them. Systematic, fair, and responsible means are provided for making decisions, communicating information about decisions, and appealing and reviewing decisions.

Guidelines: Evidence in support of Standard 2c may include - but is not limited to - responses to the following:

1) How do the objectives of the program provide for democratic involvement of policy-makers, staff, and students?

2) What procedures are available to students individually and collectively for shaping the general program?

3) What is the representation of students on policy-making committees and working groups?

4) How are program decisions arrived at and communicated, and what provision is made for appeal and review of decisions?

5) What evidence can be given concerning actual involvement of interested parties (including students) in program decisions? Specific examples and cases should be provided.

6) What recommendations have been made by students, staff, and others concerning the program, and what response has been made to such suggestions?

STANDARD 2d

Procedures are established which provide for both internal and external evaluation of the program and of the candidates completing the program. Results of such evaluations are communicated to the Commission at intervals no longer than five years, prior to accreditation visitations, or at such lesser intervals as the Commission may establish.

Guidelines: Evidence in support of 2d may include - but need not be limited to - responses to the following:

1) What specific plans for evaluation (internal and external), and program renewal have been developed and utilized? (Include copies.)

2) At what intervals do various aspects of evaluation occur?

3) Who is responsible for conducting evaluations and making recommendations?

4) To whom and in what format are the results of evaluations communicated?

5) What arrangements have been made to assure that all agencies in the consortium are actively involved in evaluation and renewal?

6) What methods are used to evaluate the performance of program graduates, and how has such evaluation influenced recruitment, selection, preparation, and placement activities?

3. STAFF

An effective staff is central to the success of the educational personnel development program. The staff has a major role in defining objectives, planning and implementing activities, and selecting, advising, and instructing students. It is thus essential that the staff demonstrates the abilities required for these functions. The staff provides a model of democratic involvement and individual treatment of students which trainees can apply in their own work. Leadership is provided to develop the staff into a cooperatively functioning group, able to plan, implement, and evaluate an effective program.

STANDARD 3a

Staff members are selected and retained on the basis of demonstrated or potential competence in effecting the outcomes expected in a competency-based program, and so as to promote equal employment opportunity.

Guidelines: Evidence in support of 3a may include - but need not be limited to - responses to the following:

1) How are staff members for the consortium program selected, and who is involved in the selection process?

2) What criteria (e.g. academic performance, research, experience in educational personnel development) are used in staff selection, and how is the competence of staff members for particular training roles assessed?

3) What emphasis is placed on formal academic training, on research background, and on field experience in the selection process?

4) What attention has been given to, and what success attained in, the recruitment and retention of minority and women staff members?

STANDARD 3b

The staff has sufficient leadership and organization to function effectively as a team. Responsibilities and roles are clearly defined, and communication processes promote staff efficiency. Staff members are involved wherever possible in decisions which affect them and their work in the program.

Guidelines: Evidence in support of Standard 3b may include - but need not be limited to - responses to the following:

1) What means have been provided to insure effective teamwork in the various activities of the program?

2) What formal and informal patterns of communication have been developed within the staff?

3) What arrangements have been made to insure democratic participation by staff in decisions concerning them?

STANDARD 3c

The program provides continuous and effective means for individual and collective staff evaluation and renewal. Staff members and groups have adequate time for and assistance in assessing their own work and are provided opportunities to participate in activities which will improve their effectiveness.

Guidelines: Evidence in support of Standard 3c may include - but need not be limited to - responses to the following:

1) What provisions exist for evaluating the effectiveness of staff members - by students, by staff themselves, by others within the program, and by outside evaluators?

2) At what intervals does formal evaluation of staff effectiveness take place?

3) What provisions are made for collective staff renewal through evaluation, workshops, conferences, retreats, seminars, and other means?

5) What resources and support are given to research activities of staff members?

4. STUDENTS

The program selects and prepares students on the basis of criteria which indicate potential abilities in promoting pupil growth. The needs of the pupils with whom trainees will work are paramount in decisions concerning recruitment, selection, advising, instruction, and placement of candidates. Activities in relation to students are designed in accordance with program objectives, which in turn respond to social and educational needs. Students experience the humane treatment, quality of instruction, and democratic involvement which they are expected to give to their own pupils.

STANDARD 4a

Procedures for recruitment, selection and advising of students are consistent with educational and social needs and with program capabilities. Sufficient provision is made for the recruitment, selection, and advising of minority and women candidates.

Guidelines: Evidence in support of Standard 4a may include - but need not be limited to - the following:

1) By what means has the program assessed educational personnel needs, and how has its planning responded to such assessment? What use has been made of information provided by government agencies, school districts, and professional associations in this process? (Include copies of studies which the program has made.)

2) What are the recruitment, selection, and advising processes used in the program? (Include statistics on applicants, selection, and rejection.)

3) What provisions have been made for advising and counseling students regarding personal and professional concerns? What use have students made of counseling resources?

4) What provision has been made for follow-up studies of graduates, and how are results of such studies used in program evaluation and modification?

5) What arrangements have been made for the recruitment and preparation of minority and women candidates? (Include statistics on applications, acceptances, rejections, program completions, and placements.)

STANDARD 4b

Candidates receive objective evaluations of their performance and assistance in making realistic decisions on the basis of such evaluations.

Guidelines: Evidence in support of Standard 4b may include - but is not limited to - responses to the following:

1) In what ways do students acquire objective information concerning their performance?

2) What support and advice are they given in utilizing such information in planning their programs?

STANDARD 4c

The program is so designed that students have effective participation in selecting: positions to be prepared for; functions to be performed within those positions; knowledge, skills, and competencies to be acquired; standards to be applied to performance; and contexts in which performance will take place. Students can negotiate the rate at which they will progress through the program and the learning experiences through which they will acquire required knowledge, skills, and competencies.

Guidelines: Evidence in support of Standard 4c may include - but is not limited to - responses to the following:

1) How is individualization provided for in statements of program objectives? (Include necessary documentation.)

2) How is the program individualized in terms of admission, advising, instruction, placement, and evaluation?

3) What provision is made by which individual candidates can initiate the identification of new positions to be prepared for, new knowledge, skills, and competencies, and new means of acquiring and demonstrating them?

4) What opportunities do students have to acquire and demonstrate their competence in situations of increasing challenge and responsibility (e.g., with larger numbers of students, for increasing periods of time, with material of greater complexity, in situations requiring increased confidence)?

5) What means has the consortium provided for informing students of opportunities for waiving courses or experiences and for repeating experiences which have not been successful?

F. DEFINITIONS

(1) ADMINISTRATIVE AGENT: That element in a teacher education consortium which is assigned the major responsibility for its decisions, coordinates its activities, maintains communication with individuals and other agencies, and serves as a clearinghouse for information concerning the program. (See "Consortium.")

(2) ADMINISTRATIVE RULE: Rule means any agency directive, regulation, or statement of general applicability that implements, interprets or prescribes law or policy, or describes the procedure or practice requirements of any agency. (ORS 183.310[7]). Proposed Administrative Rules, when adopted by the Commission and filed with the Secretary of State, have the force of statute.

(3) APPROVAL: The systematic evaluation and accreditation of an educational personnel development program under Standards established or accepted by the Teacher Standards and Practices Commission.

(4) APPROVED TEACHER EDUCATION PROGRAM: A preparation program in specific endorsement areas which is accredited by the Teacher Standards and Practices Commission and which permits an institution or consortium to recommend candidates for certification in those areas.

(5) COMPETENCY: The demonstrated ability to bring about the expected outcomes of a role or function included in a job definition.

(6) COMPETENCY-BASED EDUCATIONAL PERSONNEL DEVELOPMENT: Educational personnel development processes and programs which explicitly describe the positions for which preparation is provided, designate the competencies needed to perform effectively in those positions, and provide means by which candidates can acquire and demonstrate those competencies at their own individual rates.

(7) CONSORTIUM: A coalition of institutions, agencies, and organizations which come together to form and operate a teacher education program. The consortium includes representation from at least the following groups: (1) school district(s) management; (2) an institution(s) of higher education; (3) an organization(s) whose members work directly with pupils and which is recognized by the local school board as representing teachers on consultation matters; and (4) students enrolled in an educational personnel development program who have been selected by candidates in the relevant preparation program to represent them.

(8) EDUCATIONAL PERSONNEL DEVELOPMENT: Those educational processes and experiences, either preservice or in-service, through which educational personnel are prepared and through which their performance is improved. (Oregon statutes use the term "teacher education" to refer to education programs for all educational personnel, not exclusively to those for classroom teachers. This is utilized where appropriate synonymously with "educational personnel development.")

(9) EVALUATION: The process of appraising performance or outcomes in terms of objectives. Evaluations may be made in relation to staff, students, program, and other areas, and may be conducted from within and/or from outside an agency. (See "Assessment.")

(10) FIELD-CENTERED ACTIVITIES: Those activities based primarily in a school, community, or setting other than in a college.

(11) FUNCTION: The largest meaningful classification used in describing units of work within a position or job definition. (From largest to smallest, the units used in these Standards are: position or job, function or role, task, action. Skills are required for completing actions and tasks; competencies are required for fulfilling functions, roles, or positions.)

(12) GUIDELINES: Criteria or recommendations to be used in the implementation of Standards.

(13) INDIVIDUALIZED PROGRAMS: Programs in which curricula and learning activities are developed in consultation with each candidate in response to his particular experiences, abilities, and needs. Individualized programs may vary in terms of the rate at which students learn, and/or in terms of the knowledge, skills, or competencies acquired.

(14) KNOWLEDGE: Information and understanding. As used in these Standards, it includes both content to be taught to pupils and understandings concerning teaching, learning, and education.

(15) NEW EDUCATIONAL PERSONNEL DEVELOPMENT PROGRAMS: Programs which have not previously been approved for teacher education by the Commission. They would include programs involving institutions of higher education which have not previously been approved for teacher education and those in which a teacher education program approved in other areas was moving into a new field. (For example, if a college is approved for the training of secondary teachers and joins a consortium to prepare elementary teachers, or if it adds a program to prepare counselors or language arts teachers, it would be covered by these Standards. However, if a college which is already approved to prepare secondary mathematics teachers proposes a major revision of its program for such teachers, it could still do so under the STANDARDS FOR THE APPROVAL OF COLLEGE AND UNIVERSITY TEACHER EDUCATION PROGRAMS.)

(16) OBJECTIVE: An expected outcome which has been formally accepted by an organization or individual to guide action.

(17) PERFORMANCE STANDARD: A criterion established by which to judge whether or not an objective has been realized.

(18) POSITION: A certificated educational job. The position description includes the essential roles or functions required. As used in these Standards, "positions" in most cases parallel classifications used in the certification norms.

(19) PREPARATION PROGRAMS: General and professional experiences which prepare educational personnel. Such programs may be based in colleges and/or in consortia.

(20) PROCESS STANDARD: A Standard (administrative rule) which requires programs to utilize particular procedures in designing and implementing educational personnel development programs. (See "Standard.")

(21) PROFESSIONAL ORGANIZATION: An organization of practitioners such as teachers, counselors, and others who work directly with students and which is recognized by the local school board as representing practitioners on consultation matters. (See "Consortium.")

(22) RENEWAL: The process by which an individual or agency modifies performance on the basis of evaluation.

(23) ROLES: (See "Function.")

(24) SKILL: The ability to use one's knowledge effectively in carrying out a task or function.

(25) STANDARD: An Administrative Rule adopted by the Teacher Standards and Practices Commission which must be met by an approved teacher education program. In these documents "Standard" is capitalized when such Commission-adopted Standards are referred to.